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ABSTRACT

This paper contains descriptions of documents setting forth the minimum communications skills competencies required for high school graduation in seven states: Florida, Louisiana, Maryland, Massachusetts, New Mexico, and Utah. It then describes the procedures used to compile a synthesized list from those documents for use in a project to assess the need for post-elementary communication skills instruction. The list of skills is appended. (FL)

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STATE REQUIREMENTS FOR HIGH SCHOOL GRADUATION: COMMUNICATION SKILLS

Joseph Lawlor

ABSTRACT

The minimum communication skills competencies for high school graduation in seven states were reviewed. A list of skills was compiled from the state listings, along with an index of practical skill applications. These lists will be used to verify the instructional objectives of the Post-Elementary Communication Skills system.

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STATE REQUIREMENTS FOR HIGH SCHOOL GRADUATION: COMMUNICATION SKILLS

Joseph Lawlor

In conjunction with the specification of the SWRL Post-Elementary Communication Skills (PECS) systems, a survey of state-declared minimum competencies for high school graduation was undertaken. This survey provides a basis for assessing the need for PECS instruction and for verifying the importance of the skills contained in the PECS core and auxiliary systems. The documents of Florida, Louisiana, Maryland, Massachusetts, Nevada, New Mexico, and Utah were selected for review because they were currently available at SWRL, and their skills were specific enough to be used for comparison with the PECS system. This paper describes the state lists that were reviewed and the procedures used to compile a synthesized communication skills list from them. The skills list, which is presented in Appendix A, will be expanded as additional information becomes available from other states.

Patterns of Organization in the State Lists

The seven state documents that were reviewed reveal two distinct organizational patterns. First are the documents that organize skills around practical situations in which high school graduates will be expected to employ forms of communication. Skill statements in these documents imply many subskills, but apply them in a very specific way. A typical statement of this type is "The student will be able to write a letter to a prospective employer requesting an appointment" (New Mexico). The composition of business correspondence involves a multitude of grammar, punctuation, capitalization, and format skills,

yet the application of the skill (requesting an appointment) is very limited.

Documents containing such practical objectives usually organize skills according to an individual's societal roles as consumer, employee, and citizen. The skill statements refer to such role-oriented tasks as writing a letter of complaint, filling out a job application, and comprehending the rights of a citizen when arrested. The documents of Maryland, New Mexico, and Utah exemplify this practical, role-oriented skill organization.

The second pattern of organization focuses on enabling skills, without referring to their practical applications. Skills in these documents tend to be very specific, but they can be applied to a wide variety of situations. For example, "Recognizes and recalls main ideas" (Louisiana) is a fairly specific skill which can be applied to reading a news story, listening to a political speech, or paraphrasing an oral message.

Documents of this type usually arrange skills in the more traditional categories of grammar, composition, mechanics, and spelling. While these lists do mention certain general practical objectives, such as the business letter, they do not refer to specific applications of these objectives. The primary emphasis is on the specification of fundamental enabling skills. Louisiana's document is the prime example of this type.

The State Documents

A brief description of each state's document follows, indicating the types of communication skills listed (reading, writing, listening, speaking) and the pattern of organization (practical objectives or enabling skills). Several states also prescribe the assessment tasks to be used to measure minimum competency, and this information is also included in the descriptions.

While this survey was concerned only with communication skills, several documents also mention competencies in other areas, such as math, health, and citizenship. These areas are indicated in the descriptions, but they were not analyzed or compiled.

Florida

Florida's document lists reading, writing, and mathematics objectives for assessment at the beginning of grade eleven. These skills are the minimum requirements for high school graduation, but they are assessed early to allow time for any remedial work that might be necessary.

With the exception of spelling, the communication skills are very specific. Spelling skills are vague and emphasize the use of "high frequency," "consumer," and "survival" words. Unfortunately, the exact content of these word categories is not specified.

The skills indicated by Florida include both enabling skills and practical objectives. Skills like "Writes complex declarative sentences" appear in the list along with practical objectives like "Completes a form for voter registration."

Louisiana

The Louisiana minimum standards document includes separate, extensive lists of reading, writing, and mathematics enabling skills. The preface to the reading list states that all reading skills are to be mastered in the elementary grades, and that "maturity" in reading is the objective of the secondary curriculum. Nevertheless, the document lists specific reading skills for the high school level, although it does not assign them to grade levels for assessment. The document does indicate that the minimum readability level for high school graduation is eighth grade, as defined by an unspecified norm-referenced test.

The Louisiana writing skills list includes many skills which have no mastery point indicated. For example, the use of quotation marks for titles of short stories is introduced in the fifth grade. While instruction in this skill is carried on through the twelfth grade, no point of proficiency is specified. The preface to the document explains that for these skills "a satisfactory mastery or proficiency standard cannot be established." While this rationale certainly seems debatable, it does help to explain the very small number of skills indicated for mastery at the twelfth grade level. Because of the short twelfth grade list, writing skills which are specified for proficiency at the tenth and eleventh grades have also been included in Appendix A.

Maryland

Maryland specifies a wealth of general reading, writing, mathematics, health, and citizenship skills. Speaking skills are covered by the single statement, "Uses speaking abilities for a variety of situations."

The underlying organization of the Maryland document lends itself to the generation of broad skill statements. The focus of organization is the individual's role in society as consumer, employee, and citizen. The emphasis is entirely on practical applications, such as "Elicits necessary information for the home from bills." While this skill statement presupposes a multitude of component skills, those skills are not specified in the document.

Maryland also indicates assessment tasks for each skill competency. All reading skills are to be assessed by the Maryland Functional Reading Test. Assessment modes for the writing skills are still being developed, but the document indicates that they will be of several types: "pencil/paper," simulation of practical situations, certification by teachers, and verification by persons outside the school. The nature of the "pencil/paper" assessment is unclear, but it apparently refers to some type of written test containing constructed-response and/or selected-response items.

Massachusetts

The Massachusetts document contains separate skill lists for reading, writing, listening, speaking, and mathematics. The communication skills lists are brief, yet specific, with the exception of spelling, where the skill statements are very general (e.g., "Is the writing reasonably free of spelling error?").

The wording of the writing skill statements suggests that these skills will be assessed through constructed-response items only. The statements are phrased as questions which are apparently designed to be

applied by a reader to a student writing sample (e.g., "Does the writer choose precise words?").

The Massachusetts list primarily contains enabling skills; few practical objectives are mentioned.

Nevada

Nevada specifies reading, writing, and mathematics skills. The communication skills are very specific, with the exception of spelling, and the emphasis is on enabling skills rather than practical objectives.

The preface to the Nevada list indicates the type of assessment instruments to be used. A criterion-referenced test is to be used for reading, and writing skills are to be assessed by two writing samples, an expository paragraph and a business letter. These samples are to be scored holistically, and the use of an objective test is explicitly prohibited.

New Mexico

New Mexico specifies minimum "life competencies" for reading, writing, and mathematics. Communication skills are stated only in terms of practical objectives (e.g., "The student will be able to read and comprehend a driver's manual."). The document does recognize, however, the need for specifying the enabling skills which are components of the broad practical objectives, and it indicates that these skills will be listed in a forthcoming curriculum guide.

Utah

Utah's document contains separate skill listings for reading, writing, speaking, listening, mathematics, citizenship, and consumer survival. The communication skills statements are very general, and they emphasize practical applications. The organization of the Utah document is similar to Maryland's in that it focuses on those skills required of an individual as employee, consumer, and citizen. It also indicates specific assessment tasks which rely heavily on constructed-response items, both written and oral.

Compiling the Skills List

A compiled list of the communication skills specified in the seven state documents is presented in Appendix A. Compiling this list presented two major difficulties. First, the skill statements in the documents are often very general, particularly for spelling and handwriting skills. Nevada, for example, indicates that high school graduates must "spell correctly the words used," but the specific words or spelling processes which must be mastered are not specified. Utah's document provides another example of imprecise skill definition:

> The individual understands directions and other information given in his interaction with the public.

Here, the meaning of "other information" is so unclear as to make identification and assessment of the skill impossible.

Compiling and cross-referencing the skills in Appendix A, therefore, required paraphrasing the skill statements to provide clarity and brevity. For example, the statement "Identifies connotative word

meaning" appears in Appendix A as a reading skill specified by Florida and Louisiana. The original wording of the Florida document is "Associate(s) words with their connotative meaning," while Louisiana's document states, "High school students should also expand control of various ways of attaining language impact, such as . . . connotative (associated/implied) meanings." Rewording these statements facilitates cross-referencing the skills, yet maintains the integrity of the information contained in the documents. Some skills, however, could not be paraphrased because it was impossible to determine the exact definition of the skill from the skill statement (e.g., "Shows appropriate responses to literary material," Utah). These skills appear in Appendix A as direct quotes from the state documents.

The second area of difficulty in synthesizing the state lists was determining the proper role of practical skill applications. As noted earlier, the practical objectives presuppose proficiency in a number of enabling skills. Any attempt to infer the enabling skills inherent in the practical objectives would require an inappropriate degree of interpretation and would distort the information in Appendix A. Therefore, only those statements which define specific enabling skills are included in Appendix A.

The practical skill applications are certainly important to the design of the PECS system, but they are probably more suited to consideration as content for instruction or assessment tasks. For example, the ability to follow directions is certainly an important enabling skill, but the ability to use that skill to assemble a kit, prepare

a recipe, or administer first aid is specification of the content for practice or assessment, not of the skill. The practical objectives, then, have been listed separately in Appendix B.

Once the enabling skills from the state documents were identified, five broad skill classifications were adopted for organizing the skills in Appendix A. Because of the imprecise nature of the skill statements in the state lists, many skills could be properly listed in more than one category. To avoid repetition, though, skills were listed only once. The skill categories are noted below, along with a description of the skills contained in each classification:

Word/Phrase Skills

Skills which relate to language units at a sub-sentence level are included in this category. These are primarily skills of morphology, vocabulary, and spelling, and they are further categorized as receptive (reading and listening) or productive (writing and speaking).

Sentence Skills

These are primarily productive grammar and usage skills.

Discourse Skills

Skills in this category relate to complete, unified texts. They are sub-classified as general discourse skills and skills of particular discourse types--

description, narration, exposition, and persuasion. Within the discourse classifications, skills are also categorized as receptive or productive.

Format-Oriented Skills

Included in this category are skills which relate to specific structures of writing, such as business letters and outlines.

Writing Mechanics Skills

These are the productive writing skills of capitalization and punctuation.

References

Florida: Student assessment objectives. Tallahassee: State of Florida Department of Education, 1977.

Louisiana: Louisiana minimum standards for writing, grades 1-12 (draft). Baton Rouge: Louisiana State Department of Education, 1978.

Louisiana: Minimum standards/maximum goals for reading in Louisiana, grades 1-12. Louisiana State Department of Education, 1977.

Maryland: Declared competency index. Baltimore: Maryland State Department of Education, 1978.

Massachusetts: Report of communication competency task force. Boston: Commonwealth of Massachusetts Department of Education, 1978.

Nevada: Competency-based high school diploma program - Task Force II measurement and policy statement. Carson City: Nevada State Board of Education, 1977.

New Mexico: The New Mexico basic skills plan. Santa Fe: New Mexico State Department of Education, 1977.

Utah: Report on implementing the minimal competency evaluation program. Salt Lake City: Utah State Board of Education, 1978.

APPENDIX A

STATE COMMUNICATION SKILLS COMPETENCIES FOR HIGH SCHOOL GRADUATION

Skill Categories

- Word/Phrase Skills
- Sentence Skills
- Discourse Skills
  - General
  - Description
  - Narration
  - Exposition
  - Persuasion
- Format-Oriented Skills
- Writing Mechanics Skills

Key

Letters in the state columns indicate the communication process specified by the state document: L = Listening, R = Reading, S = Speaking, W = Writing. The actual state specifications are indicated even though they might not seem to be the most appropriate classifications. For example, Utah specifies participation in group discussions as a listening skill when it might be more appropriately classified as a speaking skill.

WORD/PHRASE SKILLS	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Receptive							
1. Arranges words in alphabetical order.					R		
2. Identifies the component words in compound words.		R		R			
3. Identifies the component words of contractions.	R	R					
4. Identifies the meaning of abbreviations.						R	
5. Identifies the component roots and affixes of words.	R	R		R			
6. Divides words into syllables.		R					
7. Uses correct stress in pronunciation.		R					
*8. Translates idiomatic expressions into literal meaning.				R			
9. Identifies synonyms and antonyms.	R	R					
*10. Identifies denotative word meaning.	R	R		L			
11. Identifies connotative word meaning.	R	R					
12. Uses etymology to enhance understanding of word meaning.		R					
13. Defines words in specific subject areas.		R					
14. Defines words from a selected high-frequency list.			R	R			
15. Defines homographs.		R					

*Specific applications for these skills are listed in Appendix B.

WORD/PHRASE SKILLS (continued)	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Productive							
1. Uses comparative and superlative adjective forms.		W					
2. Spells words from a selected high-frequency list.	W						
3. Uses rules for affixation to spell words.	W						
4. Spells words containing the ie/ei digraph.		W					
5. Spells irregular plurals.		W					
6. Spells plural nouns of foreign origin.		W					
7. Spells plurals of nouns ending in o.		W					
8. Spells hyphenated compound words.		W					

SENTENCE SKILLS	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Receptive							
*1. Uses context clues to define unfamiliar words.	R	R				R	
Productive							
1. Spells homophones.		W					
2. Uses subject-verb agreement.		W		W	W		
3. Uses correct verb forms.		W		W	W		
4. Writes sentences which are free of double negatives.				W			
5. Uses pronoun-referent agreement.		W		W	W		
6. Uses adjectives or adverbs correctly as modifiers.			W				
7. Uses appropriate nominative or objective pronoun case.		W			W		
8. Writes complete sentences.		W			W		
9. Corrects sentence fragments.		W		W	W		
10. Corrects run-on sentences.		W		W	W		
11. Identifies declarative, interrogative, exclamatory, and imperative sentences.			W				
12. Writes declarative sentences.	W						
13. Uses coordinating/subordinating conjunctions.		W					

*Specific applications for this skill are listed in Appendix B.

SENTENCE SKILLS (continued)	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Productive (continued)							
14. Distinguishes between restrictive and non-restrictive clauses.		W					
15. Writes complex sentences.	W	W					
16. Transforms compound sentences into complex sentences.		W					
17. Expands sentences using words and phrases.		W	W				
18. Writes sentences of the following patterns: N-V-DO N-V-ADV N-LV-N N-LV-ADJ		W					
19. Uses appositives.		W					

DISCOURSE SKILLS	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
General							
Receptive							
1. Recognizes the main idea.	R	R		L,R			
*2. Recalls details.		R		L,R			
3. Distinguishes between important and unimportant details.				L,R			
4. Identifies the organizational pattern of spoken material.				L			
5. Identifies cause-effect development pattern.	R				R		
6. Identifies concrete-abstract development pattern.				R			
7. Identifies specific-general development pattern.				R			
8. Identifies the "explicit meaning" of written discourse.				R			
9. Draws a conclusion from inferences.	R	R		L,R	R		L
10. Identifies theme.		R					
11. Identifies author's purpose.		R		L			
*12. Uses reference tools to locate specific information.	R	R	R		R	R	
Productive							
1. States a theme or purpose.			W	W			
2. Selects specific supporting details.	W	W		W,S			

*Specific applications for these skills are listed in Appendix B.

DISCOURSE SKILLS (continued)	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Productive (continued)							
3. Uses logical order.	W			S	W		
4. Uses problem-solution development pattern.		W					
5. Uses tone and diction appropriate to audience.				S,W	W		
6. Uses consistent verb tense.				W			
7. Writes topic sentences.		W			W		
8. Writes supporting sentences for topic sentences.	W	W	W	W	W		
9. Writes essays.		W		W			
10. Writes "interpretive" paragraphs.		W					
11. Writes poems.							W
12. "Engages in pla,ful use of language."							S
13. Writes legibly.	W			W	W		
DESCRIPTION							
Receptive							
1. Identifies spatial order in descriptions.				R			
2. Identifies similes and metaphors.		R					
3. Identifies sensory images.		R					
Productive							
1. Writes descriptions.			W	W			
2. Arranges descriptions in spatial order.		W					

DISCOURSE SKILLS (continued)	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
NARRATION							
Receptive							
1. Identifies chronological order in narratives.				R	R		
2. "Shows appropriate emotional responses to literary material."							R
3. Infers time, place, and mood of narratives.		R					
4. Infers the motives of characters.		R					
5. Reads novels and short stories.		R					R
Productive							
1. Arranges narrative events in chronological order.		W					
2. Writes narrative paragraphs.			W	W			
3. Writes short stories.							W
EXPOSITION							
Receptive							
*1. Follows directions.	R	R	R	R	R	R	L
*2. Locates specific factual information.	R	R	R	R		R	R
3. Identifies comparison/contrast development pattern.		R		R			
4. Participates in group discussion.							L

*Specific applications for these skills are listed in Appendix B.

DISCOURSE SKILLS (continued)	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Productive							
1. Arranges content for comparison/contrast.						W	
2. Uses logical conclusion.				S			
*3. Writes reports.		W		W			W
*4. Writes summaries.		W	W	W		W	
*5. Constructs written records.			W	W			
6. Writes explanations of processes.			W				
7. Composes directions.	W	W	W	W			S
8. Prepares questions for interviews.						W	
9. Writes notes.		W					
PERSUASION							
Receptive							
*1. Distinguishes between fact and opinion.	R	R		L,R	R	R	L
*2. Identifies propaganda techniques.		R		R			
3. Verifies the authenticity of sources.		R					
*4. "Responds personally to aesthetic experiences."							L
Productive							
1. States opinions.				S			
2. Uses propaganda techniques.		W		S			

*Specific applications for these skills are listed in Appendix B.

DISCOURSE SKILLS (continued)	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Productive							
*3. Composes persuasive discourse.		W				W	S,W
*4. Writes advertisements.	W					W	

*Specific applications for these skills are listed in Appendix B.

FORMAT-ORIENTED SKILLS	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
Receptive							
*1. Locates information in graphic sources.	R	R	R	R	R	R	
Productive							
*1. Writes informal correspondence.			W	W			W
*2. Writes business letters.	W		W	W	W	W	W
3. Addresses envelopes.						W	
4. Writes resumés.		W	W				
*5. Fills out forms.	W	W	W	W		W	W
6. Writes outlines.	W			W			
7. Writes precís.		W					
*8. Writes labels, headings, and signs.	W		W				
*9. Writes lists.	W		W			W	
10. Constructs charts from written information.						W	

*Specific applications for these skills are listed in Appendix B.

WRITING MECHANICS SKILLS	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
1. Capitalizes:							
proper nouns	W	W		W	W		
proper adjectives	W	W		W			
first word in a sentence				W	W		
pronoun I					W		
abbreviations		W					
letters in outlines		W					
"vocative O"		W					
2. Uses commas:				W			
between independent clauses	W						
in dialogue		W					
in series		W			W		
for appositives		W					
for parenthetical expressions		W					
in direct address		W					
after introductory words and phrases		W					
in dates					W		
in addresses					W		
3. Uses periods:							
to end declarative and imperative sentences		W					
after letters and numerals in outlines		W					

WRITING MECHANICS SKILLS (continued)	FLORIDA	LOUISIANA	MARYLAND	MASSACHU-SETTS	NEVADA	NEW MEXICO	UTAH
4. Uses question marks to end interrogative sentences.				W	W		
5. Uses exclamation points to end exclamatory sentences.				W			
6. Uses semi-colons.				W			
7. Uses colons:				W			
after greeting in business letters					W		
8. Uses apostrophes:							
for singular possessive nouns	W	W			W		
for plural possessive nouns	W				W		
for contractions					W		
for plurals of letters and numbers	W						
9. Uses quotation marks for dialogue.		W		W			
10. Underlines titles.		W					

APPENDIX B

Practical Skill Applications

Numbered headings refer to skill statements in Appendix A. Letters in parentheses indicate the state documents which mention the application: FL - Florida, LA - Louisiana, MD - Maryland, MA - Massachusetts, NV - Nevada, NM - New Mexico, UT - Utah.

Word/Phrase Skills

Receptive

8. Idioms
   - from advertisements (MA)

10. Denotative Meaning
    - ingredients labels (NM)
    - product usage labels (NM)
    - warning labels (MD, NM)
      "contents under pressure" (NM)
      "do not pierce" (NM)
      "flammable" (NM)
      "hazardous" (NM)
      "toxic" (NM)

Sentence Skills

Receptive

1. Context Clues
   - transportation and travel words (NM)
   - traffic signs (NM)

Discourse Skills

General

Receptive

2. Recall of Details
   - driver's manuals (NM, UT)
   - job training manuals (UT)

12. Reference Tools
    a. Types
        - almanacs (LA, MD)
        - atlases (LA, MD, NV)
        - catalogs (MD)
        - classified ads (NM)
        - departure/arrival schedules (FL, NM)
        - dictionaries (FL, MD, NV)
        - index volumes (FL, MD)
        - job manuals (MD)
        - magazines (MD)
        - multi-volume resources (MD, NV)
        - newspapers (MD)
        - Readers' Guide (MD)
        - store directories (NM)
        - telephone directories (MD, NM)
        - television listings (MD, NM)
        - textbooks (MD)
        - thesauruses (LA)
        - trade journals (MD)

    b. Intra-Source Tools
        - appendixes (MD)
        - bibliographies (MD)
        - footnotes (MD)
        - glossaries (MD, NV)
        - headings (MD)
        - indexes (LA, MD, NV)
        - tables of contents (LA, MD, NV)

Exposition

Receptive

1. Following Directions
    - care labels (NM)
    - child care (MD)
    - emergency first aid (MD)
    - games (MD)
    - kits (MD)
    - household appliances (MD)
    - patterns (MD)
    - recipes (MD, NM)
    - school/job assignments (MD)
    - textbooks (MD)
    - voting machines (MD)

2. Locating Factual Information
   - advertisements (MD, NM, UT)
   - arrest rights (NM)
   - bills (MD)
   - calendars (MD)
   - contracts/agreements (MD, UT)
   - credit card loss responsiblities (NM)
   - government pamphlets (MD)
   - magazines (NM)
   - Medicare benefits (NM)
   - memoranda (MD)
   - newspapers (MD, NM, UT)
   - posters (NM)
   - public announcements (MD)
   - Social Security benefits (NM)
   - textbooks (MD)
   - unemployment compensation (NM)
   - voting requirements (NM)
   - work schedules (MD)

Productive

3. Reports
   - accident (MA, MD)
   - work progress (MD)

4. Summaries
   - credit contracts (MD)

5. Records
   - birth data (MD)
   - contracts (MD)
   - leases (MD)
   - minutes of meetings (MA, MD)
   - names (MD)
   - oral messages (MD)
   - receipts (MD)
   - taxes (MD, NM)
   - telephone numbers (MD)

Persuasion

Receptive

1. Fact/Opinion
   - advertisements (MA, NM, UT)
   - editorials (MA, NM)
   - news reports (MA, NM)

2. Propaganda Techniques
   - "bad names/glad names" (LA)
   - testimonials (LA)
   - transfers (LA)
   - "plain folks" (LA)
   - "card-stacking" (LA)
   - "bandwagon" (LA)

4. Response to Aesthetic Experience
   - concert review (UT)

Productive

3. Persuasive Discourse
   - rebuttals to editorials (FL, MA, UT)

4. Advertisements
   - "job wanted" (NM)
   - classified (FL)

Format-Oriented Skills

Receptive

1. Graphic Sources
   - charts (LA, NM)
   - globes (LA)
   - graphs (LA, NM)
   - maps (FL, LA, MD, NM, NV)
   - public transportation route maps (FL, MD)
   - safety signs (NM)
   - traffic signs (NM)

Productive

1. Informal Correspondence
   - friendly letters (MA, MD, UT)
   - invitations (MA, MD)
   - notes (MA, MD)
   - responses to invitations (MA, MD)
   - thank-you notes (MA, MD)

2. Business Letters
   - applications for jobs (FL, MA, MD)
   - applications for admission to college (MA)
   - complaints (FL, MA, MD)
   - inquiries (MD)
   - merchandise orders (MA)

2. Business Letters (continued)
   - requests for appointments (FL, NM)
   - responses to inquiries (MD)
   - to editors (FL, MA, UT)
   - to public officials (MA, UT)

5. Forms
   - armed services applications (LA, MD)
   - catalog orders (MA, MD, NM)
   - credit card applications (FL, MD, NM)
   - driver's license applications (FL, MA, NM)
   - hotels (MD)
   - income taxes (FL, NM)
   - insurance (FL, MD)
   - job applications (FL, LA, MA, MD, NM, UT)
   - library card applications (MD)
   - loan applications (MD, NM)
   - medical (MD)
   - money orders (NM)
   - personal checks (NM)
   - savings accounts (NM)
   - school applications (FL)
   - Social Security applications (MD, NM)
   - subscriptions (MD)
   - traveler's checks (NM)
   - voter registration (FL, NM)
   - W-4 withholding tax (FL, MD, NM)

8. Labels
   - warnings (MD)

9. Lists
   - catalog orders (NM)
   - community services (NM)
   - job interview do's and don't's (NM)
   - licensing and registration agencies (NM)